

Sexual Harassment among Adolescent's Girls: Role of Social and Psychological Empowerment

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Abstract

Background: Sexual harassment is a crucial public problem among adolescents. So; empowering adolescent girls to entitlement their rights, and creating an environment where they can live free from discrimination and violence, is critical. **Aim of the study:** was to determine the prevalence of sexual harassment among adolescent girls and the role of social and psychological empowerment in moderating its effects. **Subjects and method : Research design:** A descriptive cross-sectional design was used. **Setting:** The study was conducted in 6 preparatory and secondary schools at Mania ALQamh, Kafer Saqre, and Mashtol AL-Soqe cities, Al-Sharkia Governorate, Egypt. **Subjects:** The study was conducted on 650 adolescent girls who were randomly selected by using a multi-stage cluster sampling. **Tools of data collection:** Four tools were used to collect the necessary data as follows; a self-administered questionnaire, AAUW Sexual Harassment Survey, Multidimensional Scale of Perceived Social Support (MSPSS), and the Psychological/Spiritual Subscale of the Quality-of-Life Index. **Results:** The study results revealed that 72.9% of the studied girls had experienced sexual harassment before, and 70.8% of them experienced verbal harassment. Statistically significant negative correlations were found between harassment scores and social and psychological empowerment scores. Also, statistically positive correlations were found between social and psychological empowerment scores. **Conclusion:** sexual harassment is a highly prevalent problem among adolescent girls. The presence of appropriate social and psychological empowerment was associated with a reduced rate of sexual harassment among the studied girls. Moreover, highly socially empowered girls experienced fewer negative effects of sexual harassment. **Recommendations:** further qualitative studies are needed to explore the role of empowering young girls in preventing sexual harassment and sexual violence.

Keywords: Sexual harassment, Empowerment, Adolescent girls, Social Empowerment, Psychological Empowerment.

Introduction:

Sexual harassment is a form of sexual violence that can affect any child regardless of sex, race, age, or social class. Children may be subjected to sexual harassment everywhere, at home, at school, or in their community. A harasser is usually a person the child knows and trusts ^[1]. Sexual harassment is defined as unwelcome sexual advances that can occur online or offline and includes non-consensual touching, grasping, pilfering, cuddling, brushing against a person's body, staring, or showing sexually expressive things or images or explicit gestures, making sexually pejorative comments about someone's sexual orientation or gender identity, name-calling or using slurs with a

gender or sexual connotation and repeatedly asking a person for dates or asking for sex ^[2, 3].

Sexual harassment is an actual and severe problem in Egypt, Egyptian girls and women face different types of sexual assault. In a study carried out by UN Women in 2013 to find ways and methods for reducing this phenomenon, it was found that over 99.3 % of the studied Egyptian girls and women experienced some form of sexual harassment in their lifetime [4]. According to the survey of young people in Egypt (SYPE), 43.8% of girls aged 19-29 years reported that they have been exposed to at least one form of sexual harassment before ^[5]. A recent Egyptian study reported that 94% of the studied women and girls experienced

verbal sexual harassment while 72% of them experienced physical harassment [6].

Adolescence is a critical period of emotional, psychological, and identity development, where negative sexual experiences may have detrimental effects [7]. Sexual harassment can easily cause psychological problems during this period of rapid physical, cognitive, and psychosocial changes [8, 9]. A recent study reported that adolescents who were exposed to sexual harassment/assault, had symptoms of post-traumatic stress disorder, anxiety, and/or depression. Moreover, those harassed teens reported sleep problems, poor school attendance, and poor school performance for almost one year after the incident [10].

Other social and psychological effects of sexual harassment were reported by a recent Arabian study including but not limited to; fear of going out, social isolation, fear of social activities, disturbed peer relationships, feeling ashamed and remorseful, the feeling of humiliation, anorexia feeling frustrated as well as, feeling oppressed and attacked by others [11]. Moreover, exposure to sexual harassment during adolescence carries an increased risk of being a victim or perpetrator of both physical and sexual violence later on [12, 13].

Sexual harassment/ sexual violence had both short and long-term negative impacts on adolescents' health and well-being [14-16]. To promote health is to enable increased control over one's health and life choices [17] and here comes the role of empowerment as an important concept in health promotion, psychological well-being, and health-related quality of life [18]. In the context of sexual harassment higher social and psychological empowerment is required to reduce the risk of victimization and moderate its effects when it happens [19]. Empowerment is also associated with

lowered sexual risk-taking behaviors in adolescents [20], decreased sexual assault, increased reporting of the harassment, help in seeking care and support after the incident as well as identification and prosecution of the offender [21].

Creating a safe, understanding, and caring environment that can provide the adolescent with love and good nurturance that accelerate healing after exposure to sexual assault/harassment is a major nursing responsibility. The nurse could empower the victimized adolescent girl by helping her discover sources of spiritual and emotional strength through a caring nursing relationship [22]. Nurses also have a unique role in supporting adolescent girls to feel empowered regarding bodily autonomy and sexual rights through reproductive and sexual health education and counseling, recognizing sexual rights as well as providing confidential high-quality care [23].

Significance of the study:

Adolescent girls encounter various forms of sexual harassment daily. The commonness of these unwanted sexual advances leads to normalization, seeking excuses, and the enactment of harassment. So, social and psychological empowerment is very crucial as it enables adolescent girls to refuse and report sexual harassment, overcome its negative effects, and seek help and support when needed. And of most importance not considering sexual harassment and being victimized as a normal part of their everyday life.

Aim of the study:

The current study aimed to determine the prevalence of sexual harassment among adolescent girls and the role of social and psychological empowerment in moderating its effects.

Research Questions:

1. What is the prevalence of sexual

harassment among adolescent girls?

2. Are adolescent girls being empowered socially and psychologically?

3. Is there a relationship between the degree of social and psychological empowerment and sexual harassment?

4. Does social and psychological empowerment have a role in moderating the effects of sexual harassment?

Subjects and methods:

Operational definition

In the current study, social empowerment was defined as the quality and quantity of support girls receive from friends, family, and significant others and was measured by using the multidimensional scale of perceived social support (MSPSS). Psychological empowerment was investigated by the degree of the studied adolescent girls' satisfaction with their peace of mind, faith in God, achievement of personal goals, happiness in general, life satisfaction in general, personal appearance, and self. Psychological empowerment was measured by the psychological/spiritual subscale of the quality-of-life index adapted from the WHO.

According to the relevant scientific literature, the multidimensional scale of perceived social support (MSPSS) and the psychological/spiritual subscale of the quality-of-life index are the recommended measures of young women's social and psychological empowerment^[24].

Research design:

A descriptive cross-sectional design was used in carrying out the present study.

Study Setting:

The study was conducted at 6 preparatory and secondary schools randomly selected

from Mania ALQamh, Kafer Saqre, and Mashtol AL-Soqe cities, Al-Sharkia Governorate, Egypt.

Study Subjects:

A sample of 650 adolescent girls (12-18 years) was randomly selected for recruitment in the current study.

Sampling technique:

A random multistage cluster sampling technique was used in the recruitment of this study subjects as follows:

First stage: From 13 centers of Al-Sharkia governorate 3 centers (Mania ALQamh, Kafer Saqre, and Mashtol AL-Soqe) were randomly selected.

Second stage: One educational administration was randomly selected from each center (3 educational administrations)

Third stage: Two schools were randomly selected from each educational administration one preparatory school, and one secondary school (6 schools)

Fourth stage: This stage involved the selection of the classes as clusters from schools according to the required sample size. This was done through random sampling of the classes, one class from each grade in each school (18 classes). All students in the selected classes were included in the sample.

According to proportion allocation

- Sample size of preparatory school females n= 369
- Sample size of secondary school females n=281

Sample calculation:

The total number of females in preparatory and secondary schools was

276766 students, prevalence of threatening females from others with pictures or messages was 12% [6]. The confidence level is 95% with a power of the study 80%.and effect size of 4. The required sample size is 650 girls calculated by using OpenEpi software program.

Tools of Data Collection:

Four tools were used in collecting necessary data for the current study as follows:

Tool I: A self-administered questionnaire developed by the researchers after thoroughly detailed review of relevant literature and consisted of the following parts:

Part I: Characteristics of the studied adolescent girls; this part entails personal data such as the adolescent's age, school grade, and residence. Family data include questions about parents' educational level and occupation. Socio-economic data include, availability of a private room or private bed as well as, the presence of an intimate relationship between the adolescents and their parents.

Part II: Adolescent girls' perception of sexual harassment: This part included questions to determine adolescent girls' perception of sexual harassment such as which actions adolescents considered harassment, places where girls are at increased risk for sexual harassment, who is at increased risk for sexual harassment; girls, boys or both, and adolescents' opinion about the frequency of harassment between relatives. Also, it asks if the adolescent was harassed, would she consider reporting the harasser to hold him accountable and how can sexual harassment be prevented?

Part III: Adolescent girls' experience of sexual harassment: This part of the questionnaire investigates the social and psychological effects of sexual harassment on

the studied girls who were harassed. Whether they told anyone about the harassment incident and what was the reaction of this person.

Tool II: AAUW Sexual Harassment Survey is a bully and victim scale developed by American Association of University Women (AAUW) to assess the frequency of sexual harassment [25] and was translated into Arabic language for the current study by the researchers. AAUW Sexual Harassment Survey used for adolescents 10 -18 years old and consisted of 8 questions, question 1 (victim) and question 6 (bully/perpetrator) are a 14-item scale with 2 subscales assessing the frequency of sexual harassment (items a-g assess verbal harassment and items h-n assess physical harassment). Questions 2, 3, 4 and 5 investigate whether the harassment was done by one person or more than one person, who was the harasser, where the harassment occurs, and how the studied adolescent felt right after the harassment. Respectively questions 7 and 8 respectively entail who was the victim and why the studied adolescent harassed him/her [26].

Scoring: Responses to each item in Questions 1 and 6 scored as follows "Never" 0, "1-2 times" 1, "3-5 times" 2, "6+ times" 3, "Not Sure" missing value. All responses to questions 1 and 6 can be summed to create a total score (ranged 0-72) and can also be separately summed to create a total score of subscales of verbal and physical harassment (ranged 0-21 for each subscale). Higher scores suggest more experiences with sexual harassment, either as a perpetrator or a victim. Questions 2, 3, 4, 7, and 8 "Yes" scored as 1 and "No" scored as 0, The answers to these questions are summed and analyzed separately [25].

Tool III: Multidimensional Scale of Perceived Social Support (MSPSS)

The multidimensional scale of perceived social support (MSPSS) developed by Zimet et

al. [27] was translated into Arabic language by the researchers and used in the present study to assess social empowerment of the studied adolescent girls. MSPSS is a 12-item self-report tool that assesses individual's perception of the social support he/she received from family, friends and significant others [28]. MSPSS is divided into 3 subscales as follows; family (items 3, 4, 8, 11), friends (items 6, 7, 9, 12), and significant others (items 1, 2, 5, 10). Each subscale is measured by 4 items, rated on a 7-point Likert scale ranging from "1" Very Strongly Disagree to "7" Very Strongly Agree [29]. Mean scores of subscales are calculated by summing scores across the items and then divided by 4 for the total scale the 12 items should be summed and then divided by 12 [30]. In the current study any mean scale score less than 3 was considered low social empowerment, scores 3-5 was considered moderate social empowerment meanwhile scores more than 5 was considered high social empowerment.

Tool IV: The Psychological/Spiritual Subscale of the Quality-of-Life Index

Psychological empowerment was measured by using the psychological/spiritual subscale of the quality-of-life index adapted from the WHO [31]. The Arabic version of the scale was used to collect the necessary data [32] and only the satisfaction responses were required in the current study. The psychological/spiritual scale is a 7-item self-administered questionnaire measures psychological well-being based on questions about individual's satisfaction with their peace of mind, faith in God, achievement of personal goals, happiness in general, life satisfaction in general, personal appearance, and self. The items are rated on a six-point Likert scale from "very dissatisfied" 1 to "very satisfied" 6 [33].

The studied adolescent girls were considered to be highly psychologically

empowered if their satisfaction score was more than 4.33, moderately empowered if their score was (2.68 - 4.33), and low empowered if their score was less than 2.67.

Content validity and reliability:

The tools were developed after a comprehensive review of the related literature and then revised by 3 experts (one professor of pediatric nursing, one professor of community health nursing and one professor of psychiatric nursing). Experts reviewed the content for clarity, relevance, applicability, comprehensiveness, understanding and ease for implementation. The reliability of tools was tested by using of Cronbach's alpha test.

Tool	Cronbach's Alpha	Number of items
MSPSS	0.905	12
Psychological/Spiritual Subscale of The Quality-of-Life Index	0.901	7
AAUW Sexual Harassment Survey (victim)	0.728	14
AAUW Sexual Harassment Survey (bully)	0.858	14

Fieldwork:

This study was completed within 4 months between October 2021 and January 2022. Once permissions were granted to proceed with the study, the researchers met with the directors of the selected schools, explained to them the study aim as well as the data collection tool. They were asked to seek the permission of the parents of adolescent girls in the selected classes to participate in the study. Once parents' consents were secured, the researchers went to schools, introduced themselves to girls in classrooms, and

explained to them the purpose and nature of the study and the data collection forms. They were asked to fill in the questionnaire sheets under guidance of the researchers who stayed in the classroom to answer any specific questions that arose while girls completed the questionnaire. It took the student about 20 to 30 minutes to complete answering the questions.

Pilot study:

A pilot study was done on 65 student adolescent girls from one preparatory and one secondary school to assess the feasibility, comprehension of the items, and to estimate the exact time required for filling the questionnaire sheet. No modifications were made. Student adolescents participating in the pilot study were included in the study.

Administrative and Ethical Consideration:

Ethical approval was obtained from the ethical committee at the Faculty of Nursing, Zagazig University. Official permissions were obtained from the Education Directorate at Zagazig based on letters from the Faculty of Nursing explaining the aim and procedures of the study. The Director General referred the researchers to the directors of the selected schools with approval letters. Then the researchers met with each of them and explained the aim of the study and the nature of tool used for data collection. It was also clarified that participants have the right to refuse or withdraw from the study and that any obtained information will be used for the research purpose only and will remain anonymous and confidential. Informed consents were obtained from the parents through the directors of the selected schools.

Statistical Analysis:

All data were collected, tabulated and statistically analyzed using IBM Corp.

Released 2015. IBM SPSS Statistics for Windows, Version 23.0. Armonk, NY: IBM Corp. Quantitative data were expressed as the mean \pm SD & median (range), and qualitative data were expressed as number & (percentage). Percent of categorical variables were compared using Chi-square test. Pearson' correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation & (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation & values near 0 indicate weak correlation. Multiple linear regression is a predictive analysis. Multiple linear regression is used to describe data and to explain the relationship between one dependent continues variable and one or more independent variables. All tests were two sided. P-value < 0.05 was considered statistically significant, p-value \geq 0.05 was considered statistically insignificant.

Results:

Table (1): shows that the mean age of the studied adolescents was 15.1 ± 2.2 years and 58.5% of them were from rural areas. Preparatory school students represented 56.8% of the studied sample. It was also found that 26% and 24.6% of the studied adolescents' mothers and fathers respectively were highly educated. The same table reveals that 45.1% of the studied adolescent girls did not have private rooms and 24.9% of them did not have private beds. Moreover, 85.8% of the studied adolescent girls had a close friendship with their parents.

Figure (1): illustrates highly socially and psychologically empowered adolescent girls represented 58.5% and 77.5 % of the studied sample respectively. Meanwhile, 13.4% and 7.2% of the studied adolescent girls had low social and psychological empowerment respectively.

Table (2): it was found that 72.9% of the studied adolescent girls had experienced sexual harassment before. Meanwhile 70.8% and 34.6% of them experienced verbal and (or) physical harassment respectively.

Table (3): 60.9%, 72.8%, and 73.7% of the studied adolescent girls perceived the following behaviors as sexual harassment respectively; - flirting with an audible voice, touching with the hand or any part of the body on public transport, and physical contact. Moreover, public transportation and street were reported respectively by 54% and 53.1% of the studied adolescent girls as the places where the person is most commonly harassed. As well as 77.4 % of the studied adolescent girls, females are more likely to be harassed than males. Adolescent girls who agreed that harassment can occur between relatives and that they will report the harasser to be punished represented 26.6%, and 72.8% of the studied sample.

Table (4): shows that 58.6%, 69.4%, and 50.3% of the studied adolescent girls reported instilling religious principles and values, proper rearing of children, and imposing legal sanctions on harassers respectively as the most important preventive measures of sexual harassment phenomena.

Table (5): revealed that a stranger was the harasser according to the report of 71.7% of the studied adolescent girls. In addition, 42.8 % of the studied adolescents found psychological support from the person they told about the harassment incident.

Table (6): shows that 24.9% of the studied adolescent girls perpetrated sexual harassment toward others and 48.8% of them perpetrated it toward a student of the other sex. When they were asked about the reason for doing such

behaviors 32.1% of them stated that "it's just part of school life; a lot of people do it; it's no big deal".

Table (7): reveals statistically significant relations between the prevalence of sexual harassment among the studied adolescent girls and having both a private bed (P-value = 0.0001) and a close friendship with parents (P-value = 0.003) and father job (P-value = 0.004).

Table (8): there was a statistically significant relation between social and psychological empowerment among the studied adolescent girls (P-value = 0.0001).

Table (9): illustrates statistically significant relations between the level of social empowerment and the impact of sexual harassment on the studied adolescent girls either socially or psychologically ($p < 0.05$). These statistically significant relations included the following items; social isolation, thinking about changing the way you dress, the feeling that you have been turned into a subject of ridicule by others, decreased self-confidence, loss of trust in others, as well as, distraction and decreased attention during study.

Table (10): there were statistically significant negative correlations between harassment scores and social and psychological empowerment scores. Also, there were statistically positive correlations between social and psychological empowerment scores.

Discussion:

The results of the current study revealed that nearly three-quarters of the studied adolescent girls had been sexually harassed before; this finding is supported by Ajayi et al⁽³⁴⁾ who reported that nearly two-thirds of their study participants were sexually harassed. Meanwhile, other national studies reported a higher

prevalence of sexual harassment phenomenon (Farouk & Hassan, El-Deeb, Roushdy & Sieverding and Fahmy & Badr^(35,4,5,6)). Sexual harassment occurs in a highly public manner; it is supported and condoned in our patriarchal society; and through its enactment, girls get used to its presence in their everyday life as an admission of the unequal power that exists between men and women (Fahmy et al)⁽³⁶⁾. This fact was reflected in the results of the present study where the majority of the studied girls reported that "females are more likely to be harassed than males".

It appears that verbal sexual harassment occurs more frequently than physical sexual harassment. This is supported by the finding of the present study as nearly three-quarters of the studied adolescent girls experienced verbal harassment. This is because the harasser thinks it was a joke or something trivial. This finding is congruent with Grigentyte & Lesinskiene⁽³⁷⁾ who stated that verbal sexual harassment is a major form of unwelcome sexual behavior.

Behaviors that the studied adolescent girls perceived as sexual harassment, varied widely from flirting with an audible voice, touching with the hand or any part of the body on public transport, and physical contact to attempted sexual assault. The same variations in adolescents' perceptions of sexual harassment were reported by other national and international studies (Kabbash et al, Sweeting et al and Sakellari et al^(38,39,40)). Many factors could contribute to this wide variation in adolescents' perception of sexual harassment. As knowing rights, including legal rights, the right of gender equality, and the right of others to be treated with dignity and respect for their feelings and personal boundaries Moshman⁽⁴¹⁾. Another important factor is the trust and

"knowingness" that friendships fostered certain behavior could be perceived as acceptable if done by a friend and unacceptable if done by another person. Also, deciding a behavior's acceptability could be affected by the adolescent's willingness to develop intimate relations and at the same time express desires appropriately (Ortega et al)⁽⁴²⁾.

A stranger was the harasser according to the report of nearly three-quarters of the studied adolescent girls. Nearly the same result was found by Işık and Kulakaç⁽⁴³⁾. Since the perception of harassment is a complex judgmental process, many factors could affect it. Including but not limited to familiarity and relationships; acceptable behavior from a friend could be perceived as harassment from a stranger (Van Royen et al)⁽⁴⁴⁾. So, this may be the cause for the increased frequency of reporting strangers as harassers.

The current study revealed that more than half of the studied adolescent girls reported instilling religious principles and values, proper rearing of children, and imposing legal sanctions on harassers as the most important preventive measures against sexual harassment. Sakellari et al⁽⁴⁰⁾ reported other preventive measures included; youth education; adult education for teachers and parents; professional, peer, and family support; official consequences; health education methods regarding the participants' views on the prevention of sexual harassment.

According to the study's findings, more than half of the studied adolescent girls were highly socially empowered. These findings were at odds with those of Shahali et al⁽⁴⁵⁾ who found that female sexual assault victims received low social support from their family and relatives. In addition, regarding psychological empowerment, more than three quarters

of the studied adolescent girls were highly psychologically empowered; these findings were supported by Messman et al⁽⁴⁶⁾ who found nearly the same results. This may be due to the strong support the studied adolescents girls have received from their parents, teachers, friends and classmates. These strong supports have a moderating effect on the psychological and behavioral problems that is caused by sexual harassment and affect adolescent's psychological well-being. The current study revealed that there were statistically significant relations between the level of social empowerment and the impact of sexual harassment on the studied adolescent girls either socially or psychologically. Social empowerment reduced some of the negative effects of sexual harassment regarding; social isolation, changing the dressing style, the feeling of being a subject of ridicule by others, decreased self-confidence, loss of trust in others, as well as, distraction and decreased attention among the studied adolescent girls. This may be attributed to the fact that support, the adolescent receives from family, friends, and significant others plays a vital role in protecting from distress, promoting coping, and reducing the negative effects of victimization. The same finding was reported by Anwar et al⁽⁴⁷⁾ who emphasized the importance of social support in moderating the negative effects of sexual harassment.

In the current study there were statistically significant negative correlations between harassment scores and social and psychological empowerment scores. As highly socially and psychologically empowered adolescent girls were less exposed to sexual harassment and vice versa. In the present study, there were statistically significant negative correlations between harassment scores and social and psychological empowerment scores. As

highly socially and psychologically empowered adolescent girls were less exposed to sexual harassment and vice versa. Because sexual harassment is often associated with social stigmatization, a sense of guilt, and shame, fear of being blamed, embarrassment, and ignorance of the victim's rights it is rarely reported Abo-Seria et al⁽⁴⁸⁾. All the negative feelings associated with harassment incidents may prevent adolescent girls to tell their parents or close ones about it, so they did not receive the appropriate social or psychological support and empowerment. This could explain the study findings that girls who were more exposed to sexual harassment were less socially and psychologically empowered.

Conclusion:

Sexual harassment is a highly prevalent problem among adolescent girls. The presence of appropriate social and psychological empowerment was associated with a reduced rate of sexual harassment among the studied girls and vice versa. Moreover, highly socially empowered adolescent girls experienced fewer negative social and psychological effects of sexual harassment.

Recommendations:

The results of the current study outlined the importance of reinforcing religious principles and values and consolidating the interaction between family, friends, and adolescents in empowering adolescent girls socially and psychologically. It also indicated the need for interaction and cooperation between the authorities of the health care system, education system, mass media, and policy-making institutions to achieve a multidimensional comprehensive model for empowering adolescent girls. So further qualitative studies are needed to

explore the role of empowering young girls in preventing sexual harassment and violence against them. Also, further intervention studies are needed, in form of preventive programs, sexual and

reproductive health educational programs, and coaching programs for parents and teachers to provide them with appropriate skills to empower adolescent girls socially, psychologically, and economically.

Table (1): Characteristics of the studied adolescent girls (n=650).

Socio-demographic Characteristics				
Age	Mean \pm SD range	15.1 \pm 2.2 12-19		
		N	%	
Educational grade	- Preparatory	369	56.8	
	- Secondary	281	43.2	
Residence	- Rural	380	58.5	
	- Urban	270	41.5	
Mother's education	- Illiterate	82	12.6	
	- Read & write	91	14.0	
	- Primary education	132	20.3	
	- Secondary education	176	27.1	
Mother's job	- Collage or postgraduate	169	26.0	
	- worker	184	28.3	
	- Housewife	466	71.7	
Father's education	- Illiterate	57	8.8	
	- Read & write	104	16.0	
	- Primary education	189	29.1	
	- Secondary education	140	21.5	
	- Collage or postgraduate	160	24.6	
Father's job	- Farmer or worker	87	13.4	
	- Employee	271	41.7	
	- Handicraft	62	9.5	
	- Professional	109	16.8	
	- Other	116	17.8	
Private room	- Yes	357	54.9	
	- No	293	45.1	
Private bed	- Yes	488	75.1	
	- No	162	24.9	
Close friendship with parents	- Yes	558	85.8	
	- No	92	14.2	

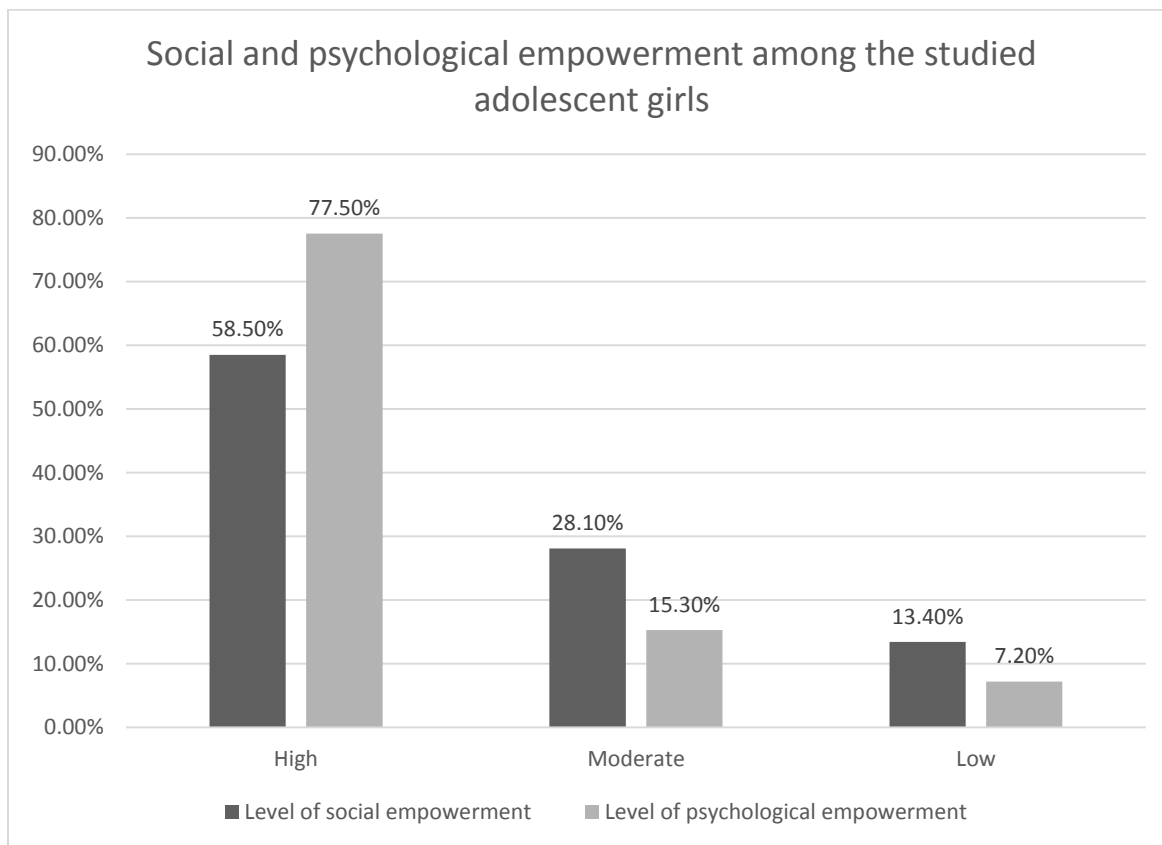


Figure (1): Social and Psychological Empowerment among the Studied Adolescent Girls (n=650)

Table (2): Prevalence of sexual harassment and its types among the studied adolescent girls (n.650):

Harassment and its types		n.	%
Prevalence of harassment	Yes	474	72.9
Harassment frequency	1-2 time	463	71.2
	3-5 time	11	1.7
Prevalence Verbal harassment	Yes	460	70.8
Verbal harassment frequency	1-2 time	444	68.3
	3-5 time	16	2.5
Prevalence of Physical harassment	Yes	225	34.6
Physical harassment frequency	1-2 time	216	33.2
	3-5 time	9	1.4

Table (3): Adolescent girls' perception of sexual harassment (n.650)

Items	N	%
Which of the following behaviors is considered harassment, in your opinion?*		
- Flirt with an audible voice	396	60.9
- Staring at you constantly and provocatively	256	39.4
- Ordinary gaze (repeated gaze)	85	13.1
- Taking selfies in which, you appear as if it happened unintentionally from the harasser	152	23.4
- Touching with the hand or any part of the body on public transport	473	72.8
- Physical contact with you	479	73.7
- Trying to kiss you	407	62.6
- Sit on the same seat you are sitting on even though there are other empty seats	207	31.8
- Sitting in the street and in front of the shops in a way that hinders your movement	131	20.2
- Raise the sound of songs from a mobile phone or car recorder when approaching you	70	10.8
- Request a date to go out and hang out directly	183	28.2
- Wrong phone call and apology or sending WhatsApp messages and then claiming that it was a mistake	141	21.7
- Sending a friend request or messages on Facebooketc.	89	13.7
- Attempted sexual assault	415	63.8
Where person most likely to be harassed? *		
- At home	35	5.4
- Street	345	53.1
- School	21	3.2
- Public transportation	351	54.0
- General places	239	36.8
Which one is more likely to be harassed		
- Males	20	3.1
- Females	503	77.4
- Both sex	47	7.2
- Don't know	68	10.5
Do you think that harassment between relatives is higher than harassment between strangers?		
- Yes	173	26.6
If you happen to be harassed, would you consider reporting the harasser to be punished?		
- Yes	473	72.8
Your parents consider "sex" a red line and can't be opened as a dialogue with you		
- Yes	337	51.8
Verbal harassment is a normal thing?		
- Yes	96	14.8
Have you comprehended the intellectual and sexual characteristics of your age?		

- Yes	254	39.1
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* More than one answer

Table (4): Opinion of the studied adolescent girls about preventive measures of sexual harassment (n.650):

From your point of view, how can we reduce the phenomenon of harassment*	N	%
- Instilling religious principles and values	381	58.6
- Proper rearing of children	451	69.4
- Work on preparing preventive programs against harassment for parents and children	179	27.5
- Develop sexual education programs within the different stages of education	128	19.7
- Awareness of the importance of proper Internet use	206	31.7
- Issuing pamphlets or advertisements aimed at raising awareness of sexual harassment	160	24.6
- Putting security cameras in public places	212	32.6
- Activating the role of the psychological and social counselor in schools	155	23.8
- Imposing legal sanctions on harassers	327	50.3

* More than one answer

Table (5): Adolescent girls' experience of sexual harassment (n.474)

	Item	n.	%
Who was the harasser	Family member	24	5.1
	One of the relatives	79	16.7
	A close friend of the family	25	5.3
	A neighbor	161	34.0
	Teacher	10	2.1
	Servant	9	1.9
	Stranger	340	71.7
The response of the person who told him about the harassment	He didn't believe me	32	6.8
	Didn't care about it	61	12.9
	Take an action against the harasser	90	19.0
	Support me psychologically	203	42.8
	He told me what to do if I had this again	123	25.9
	He hit me	7	1.5
	He said, it was my fault and reviled me	9	1.9
	Told me to report the harasser	26	5.5
	Help me report the harasser	55	11.6
	Forbid me to go out	10	2.1

Table (6): Prevalence of Sexual Harassment Perpetrators among the Studied Adolescent Girls (n.650)

	Items	n.	%
Prevalence of harassers	Yes	162	24.9
Frequency of sexual harassment perpetration[⊗]	1-2 times	159	24.4
	3-5 time	3	0.5
Who was the victim[⊗]	A student of the same sex as you	69	42.6
	A student who is of the other sex	79	48.8
	A teacher or other school employee of the same sex as you	7	4.3
	A teacher or other school employee who is of the other sex	9	5.6
Why you did do these towards someone[⊗]	It's just part of school life; a lot of people do it; it's no big deal	52	32.1
	I wanted that person to think I had some sort of power over them	11	6.8
	I wanted something from that person	27	16.7
	My friends encouraged me / "pushed" me into doing it	46	28.4
	I thought the person liked it	24	14.8
	I wanted a date with the person	17	10.5

N.B.⊗: meaning total (n.162)

Table (7): Relation between the prevalence of sexual harassment among the studied adolescent girls and their demographic characteristics (n=650)

Demographic Characteristics	Victim of harassment				n.	χ^2	p-value
	Yes (n.474)		No (n.116)				
	No.	%	No.	%			
Age	15.2±2.1 12-18		14.9±2.3 12-19				
Education							
-Preparatory	262	71.0	107	29.0	369	1.6	0.21
-Secondary	212	75.4	69	24.6	281		
Residence							
-Rural	267	70.3	113	29.7	380	3.03	0.07
-Urban	207	76.7	63	23.3	270		
Mother education							
-Illiterate	51	62.2	31	37.8	82	6.6	0.16
-Read & write	66	72.5	25	27.5	91		
-Basic education	98	74.2	34	25.8	132		
-Secondary education	136	77.3	40	22.7	176		
-University	123	72.8	46	27.2	169		
Mother job							
-worker	134	72.8	50	27.2	184	0.001	0.97
-Housewives	340	73.0	126	27.0	466		
Father education							
-Illiterate	48	84.2	9	15.8	57	6.9	0.14
-Read & write	74	71.2	30	28.8	104		
-Basic education	129	68.3	60	31.7	189		
-Secondary education	101	72.1	39	27.9	140		
-University	122	76.3	38	23.8	160		
Father job							
-Framer/	62	71.3	25	28.7	87	11.1	0.004*
-Employer	178	65.7	93	34.3	271		
-Hand worker	49	79.0	13	21.0	62		
-Professional	87	79.8	22	20.2	109		
-Others	98	81.0	23	19.0	121		
Private room							
-yes	260	72.8	97	27.2	357	0.004	0.95
-No	214	73.0	79	27.0	293		
Private bed							
-yes	338	69.3	150	30.7	488	13.3	0.0001*
-No	136	84.0	26	16.0	162		
Close friendship with parents							
-yes	395	70.8	163	29.2	558	9.1	0.003*
-No	79	85.9	13	14.1	92		

χ^2 = Chi square test *significant p<0.05 non-significant p>0.05

Table (8): Relation between social empowerment and psychological empowerment among the studied adolescent girls (n.650)

Variables		Social empowerment level			χ^2	p-value	
		high n.380	moderate n.183	low n.87			
Psychological empowerment level	High	N	339	130	35	114.6	0.0001*
		%	89.2%	71.0%	40.2%		
	Moderate	N	30	40	29		
		%	7.9%	21.9%	33.3%		
	Low	N	11	13	23		
		%	2.9%	7.1%	26.4%		

Table (9): Relation between the social empowerment level and the impact of sexual harassment (social and psychological) on the studied adolescent girls (n=474)

Variables		Social empowerment level						χ^2	P
		high n.280		moderate n.126		low n.68			
		No.	%	No.	%	No.	%		
Social impact of sexual harassment	Social isolation	39	13.9	32	25.4	26	38.2	22.4	0.0001*
	Fear of going to a certain place	134	47.9	64	50.8	30	44.1	0.81	0.69
	Disruption of family life	19	6.8	9	7.1	1	1.5	3	0.22
	Trouble your relationship with those around you	77	27.5	39	31.0	14	20.6	2.4	0.303
	Withdrawing from group activities	29	10.4	22	17.5	9	13.2	3.9	0.14
	Finding it difficult to establish new friendships with colleagues	64	22.9	30	23.8	15	22.1	0.084	0.96
	Thinking about changing the way you dress	74	26.4	30	23.8	8	11.8	6.5	0.038*
	Thinking about changing school	38	13.6	16	12.7	3	4.4	4.4	0.11
	Feeling outcasted from those around you	21	7.5	8	6.3	6	8.8	0.41	0.82
	The feeling that you have been turned into a subject of ridicule by others	37	13.2	25	19.8	17	25.0	6.7	0.035*
The psychological impact of sexual harassment	Decreased self-confidence	51	18.2	46	36.5	17	25.0	15.9	0.0001*
	Loss of trust in others	97	34.6	57	45.2	19	27.9	6.7	0.035*
	Feeling ashamed and remorseful	70	25.0	38	30.2	17	25.0	1.3	0.53
	A feeling of humiliation and shame	42	15.0	27	21.4	14	20.6	3	0.22
	Stress and emotional disturbance	106	37.9	53	42.1	27	39.7	0.65	0.72
	Anxiety and depression	56	20.0	33	26.2	16	23.5	2.02	0.36
	Anorexia	26	9.3	19	15.1	11	16.2	4.2	0.12
	Distraction and decreased attention during the study	37	13.2	30	23.8	10	14.7	7.3	0.026*
	Sleep disturbance in the form of insomnia and nightmares	37	13.2	22	17.5	10	14.7	1.3	0.53

Feeling frustrated	36	12.9	22	17.5	7	10.3	2.3	0.31
Feeling oppressed and attacked by others	38	13.6	26	20.6	10	14.7	3.3	0.19
Forming a negative image of men	83	29.6	45	35.7	22	32.4	1.5	0.47

χ^2 = Chi square test *significant p<0.05 non-significant p>0.05

Table (10): Correlation Matrix between Harassment Score, Social Empowerment Score and Psychological Empowerment Score in The Studied Adolescent Girls Who Exposed to Harassment (n.474)

Variables	Harassment score		Psychological empowerment score	
	r	p	r	p
Harassment score	1		-0.28**	0.0001
Significant others score	-0.074	0.108	0.455**	0.0001
Family score	-0.184**	0.0001	0.521**	0.0001
Friend score	-0.040	0.391	0.331**	0.0001
Social empowerment score	-0.113 *	0.014	0.501**	0.0001
Psychological empowerment score	-0.280 **	0.0001	1	

(r) correlation coefficient ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

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